

Where our water comes from

Students will learn about our water sources and consider what would happen if we ran out of water. They'll consolidate their learning by making an explanation poster and their own news report.

Subject area:

English

Year level:

Year 2

Learning objectives:

- Understand different types of texts have identifiable text structures and language features, specifically explanation, that help the text serve its purpose.
- Rehearse and deliver short presentations on familiar and new topics.
- Explain how Earth's resources, specifically water are used in a variety of ways.

Curriculum links

<i>Text structure and organisation</i>	ACELA1463
<i>Creating literature</i>	ACELT1593
<i>Interacting with others</i>	ACELY1667
<i>Earth and space sciences</i>	ACSSU032

Cross curriculum priorities - Sustainability

OI.1	The biosphere is a dynamic system providing conditions that sustain life on Earth.
OI.7	Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
OI.8	Designing action for sustainability requires an evaluation of past practises, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts

General capabilities



Literacy



Information and communication technology (ICT) capability



Critical and creative thinking



Personal and social capability

➤ Activity 1

Dams and water catchments

Students will learn about how dams and water catchments work, and gain a high level understanding of our water sources.

Time required:

1 hour

Resources required:

- A screen to view a video (TV, laptop, iPad etc.)
- [Activity page 1: Our water supply](#)

Preparation:

1. Information on Perth's water sources can be found on [Water Corporation website](#).
2. Print [activity page 1: Our water supply](#) per student.
3. Set up this short video to watch as a class: [Dams and catchments](#)

Steps:

1. Watch the [Dams and catchments](#) video as a class.
2. Explain to the students that the water in the dams is no longer just from rainfall. The dams are now also used as storage for water from our desalination plants.
3. Hand out [Labelling our water supply](#) activity sheet and talk through the stages with students.
4. Place the relevant words to each stage on the board for students to refer to.
5. Allow time for students to complete the cut and paste activity.
6. To extend, students find the dictionary meanings for the labels.



> Extension Activity 1

Our water supply

Working in pairs, students will show where our drinking water comes from in an explanation poster.

Time required:

1 hour

Resources required:

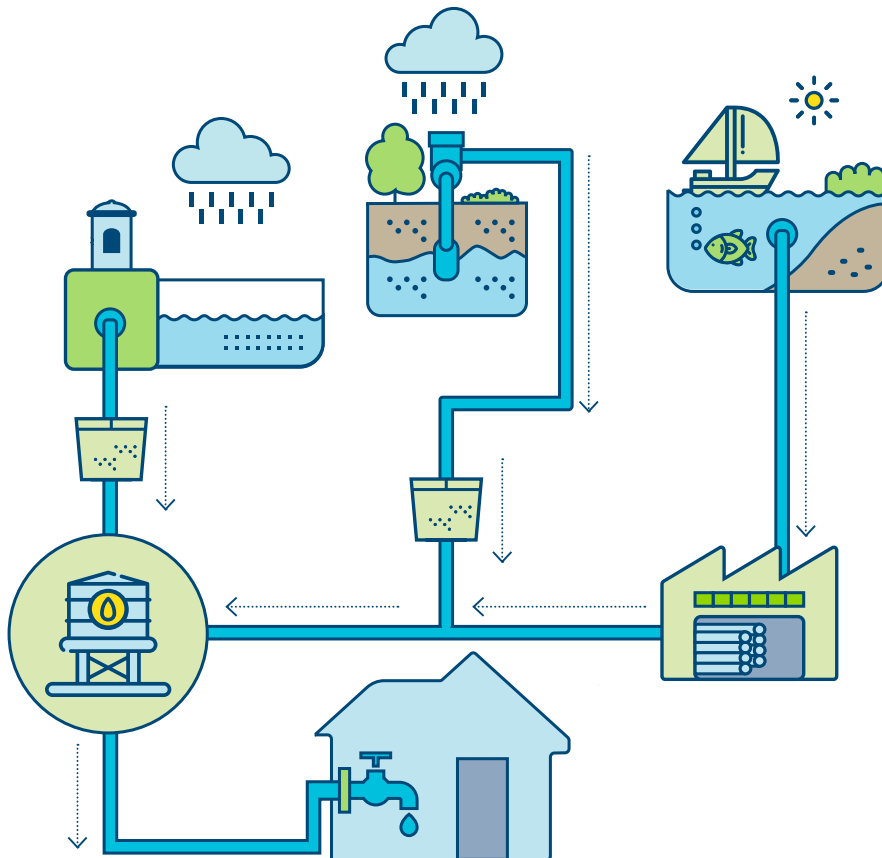
- iPad or laptop per pair of students
- A3 cardboard or paper
- Markers, pens and other materials for creating a poster
- Completed activity page 1: [Our water supply](#)

Preparation:

1. Ensure students have access to the following: [Perth's water supply tool](#).

Steps:

1. Ask students to investigate [Perth's water supply tool](#) to understand more about how water gets to their home or school.
2. Students create a poster explaining where our water comes from. Students should:
 - a. Have a clear title on their poster. E.g. Our water supply.
 - b. Place 'Dams, groundwater and desalination' across the top of their poster.
 - c. Students may refer to the [Our water supply](#) activity sheet as a guide.
3. Once students have completed their poster, invite them to share the information on their poster with another pair, talking through the steps.



> Extension Activity 2

That's news to me!

Working in pairs or groups, students will create a video news report, pretending that the school has run out of water.

Time required:

1 hour

Resources required:

- iPad per pair or group of students

Preparation:

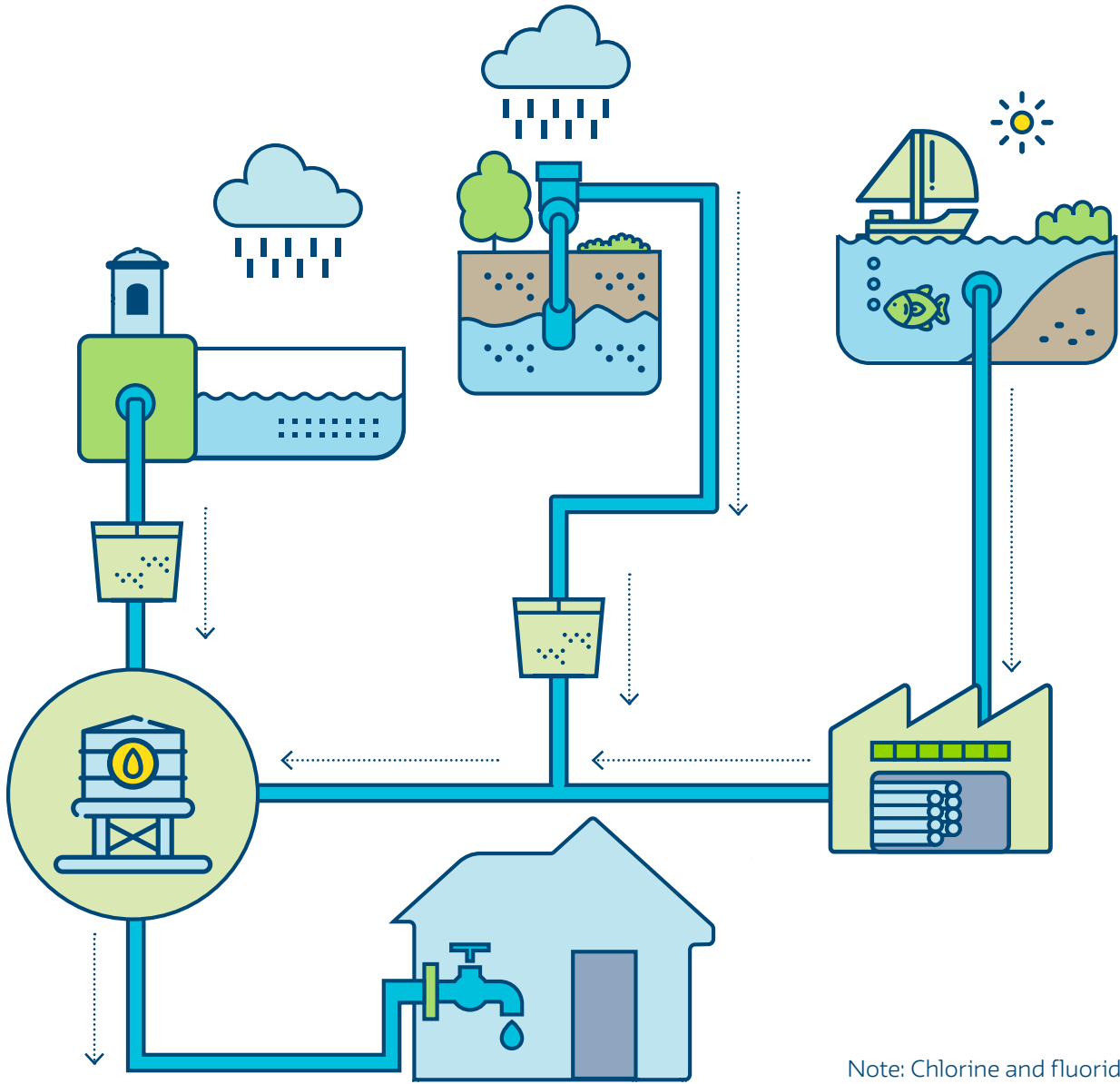
1. Set up the short video clip on news reporting to view as a class: ABC educational series on [news reporting](#).

Steps:

1. As a class, view ABC educational series on news reporting and discuss the features of a news report on television.
2. Ask students to think of any familiar news reporters they may have seen, and what they enjoyed/remember specifically about them. How do they dress? How do they speak?
3. Divide students into groups/pairs, and assign them a location at school where water is used. Students work together to create an entertaining news report, recorded on their iPads. Students will pretend in their news report that their area has run out of water.
 - a. What will the school do if there is no water in this area? Provide a perspective of life without water from this area, (such as the toilet). This can be a funny report as it is make-believe.
 - b. In the news report students must include two ways to save water in this area to stop this happening again.
 - c. Students may choose to interview the school Deputy Principal to ask how they feel about the situation in their news report.
4. Provide time for students to record their news report to share with the school. If students get very creative with their recordings, they could be used as the class assembly.



Our water supply



Cut out or copy the labels below and place on the water supply diagram above

- Groundwater
- Dam
- Bore
- Oceans
- Desalination plant
- Treatment plant
- Water tower
- Treatment plant
- Home